



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

WHO SHALL PAY?

Now is a good time to do some thinking regarding the money side of attending Conferences and Conventions. Did you go to Lincoln? If so, who paid your expenses? If not, wasn't it because you felt you couldn't afford the money? Will the same conditions prevail next March when the Conference meets in Grand Rapids, Michigan? Ought your School Board to add to your salary the hundred dollars more or less that the week in Grand Rapids will cost? or ought you to draw upon your savings for the amount. Let us look at the question for a moment. Who gets the benefit of the Conference week? You, primarily. Read the contributions to our September symposium if you need confirmation of this statement. But the schools get a large share, too. You are bigger: your work is better. You come away from the meetings anxious to improve your teaching. So the schools benefit. Who shall pay then? Only the schools? What about the

The editor has heretofore reserved these opening pages for his own use. The above editorial, however, was of such moment that he submitted it to all the officers and all the members of the advisory council for criticism. Most interesting comments have resulted. While the great majority of our representatives approve heartily of the plan suggested in the editorial, two following non-typical but entirely worthy comments should be brought to the attention of all our readers in order to have the situation fairly described:

The only suggestion in regard to the topic of Supervisors having expenses paid or partly paid by the local school authorities is to cut it out entirely. What of the High School Master, and his first assistant, and the teacher of manual training, and the sewing teacher, and the teacher of drawing, shouldn't they also have their expenses paid to improve themselves? No, Sir, that is going too far? Where would the thing stop?

A few years ago a certain supervisor of music had charge of the Round Table at a State meeting, and the first three questions he had up for discussion were, "How can the Supervisor increase his salary?" "How can the Supervisor command more respect in the community?" "How can the Supervisor have more to say in the management of school affairs?" The trouble with this fellow was he broke the eleventh commandment too

cases—numerous they are—of supervisors who largely through attendance at Conferences so improve themselves in teaching power, so extend their sphere of acquaintances, that they soon leave their old positions for new ones? Should the old school system still have paid the expenses of the supervisors? Does your Board have any responsibility in developing you, or is that your problem alone? These are some of the questions. You and your Board ought to discuss them during the next four or six months. For the sake of focussing the discussion, one solution is presented here. Any School Board that is sufficiently satisfied with its special teacher of music so that her service is desired for a number of years in the future should be willing to pay half of her entire expenses to the National Conference of Music Supervisors provided the teacher agrees to remain in the services of that Board for at least a full year after attending the Conference. How does this strike you? Is it fair to both parties?

blooming often! He didn't last long! It wasn't the question of making himself more efficient he was looking for, but how to get more money! Ye gods!

I am returning the editorial that you sent me. Of course there is always a question as to just how such adjustment of expense should be arranged. My own arrangement is rather satisfactory. I am allowed my railroad fare to all conventions and I pay the hotel bills. The advantage of this plan lies in the fact that my hotel and eating expenses can then be as large or as small as I personally care to make them. The railroad fare and sleeper are fixed charges. Under this arrangement there can be no question of adjustment of the amount of expense. I do not know whether you feel it desirable to add some such suggestion as this to your editorial.

I suppose that some of the supervisors have been getting all of their expenses paid, in which case they would probably not wish to bring up the question of division of expense to their committees. Other supervisors have been having expenses paid without the necessity of making the agreement to remain in their present position any particular length of time. They too would hardly wish to change the situation. I am not sure but that they ought to come to some such agreement, as your editorial proposes, out of fairness to the school committee.

OUR NEW SONG BOOK.

The committee which has in charge the new collection of "Fifty Songs and Five Special Choruses for Community Singing" is just concluding its work of preparing the standard versions of the various pieces. The complete book will soon go to the printer and by the time the January issue of the *Journal* appears, we hope to announce the completion of the new booklet. In the meantime, it is noteworthy how much interest there is in this community song idea. There are springing up compilers and composers of community songs—we know of at least two private enterprises that were striving to be born during the summer. Now, Mr. P. C. Hayden, the one to whom more than anyone else, the National Conference of Music Supervisors owes its origin, is announcing a collection of songs of this type, with accompanying orchestral parts. So long as all these publications forward the aims which our association has in mind and so long as they use the versions which we approve, they will all have our hearty support.

GRAND RAPIDS CONFERENCE.

Mr. J. W. Beattie, supervisor of music at Grand Rapids, Michigan, who is to be the host of the Conference from March 19 through March 23, is steadily preparing to make our visit of the greatest value. The superintendent and corps of teachers of the city schools are ready to cooperate in every way; a number of neighboring communities will join in the demonstration work; the manager of the excellent Pantlind hotel which will be our headquarters, is already planning to utilize his unusual facilities for a larger number

of conferences, group luncheons, displays, and big group meetings, than we have ever before had.

In our next (January) issue there will be printed a detailed statement of the entire program.

RAISING THE STANDARD.

Time was when anybody who had had a few lessons on the piano was considered capable of teaching music in the public schools. Then came the three or four week summer sessions conducted by publishing houses. Soon normal schools, private institutions, and some of the universities began to introduce supervisor of music courses ranging from three months to three years in length. Now, while these continue—most of them two, some one, and a few three years—the universities in some notable instances have established a four years' course leading to a degree, such as bachelor of music with a major in public school music. State boards of education are slowly recognizing these forward strides in the preparation of supervisors. The standardization movement bearing with it the licensing of music teachers, is having a marked effect. Already it is impossible in certain sections of the country for any one to obtain a license to teach and draw pay as a supervisor of music in a public school unless she has had training represented by a two years' course at a normal school or a university. It may not be long, so rapid is the spread of high school music, when states will require of supervisors of music the same qualifications that are made for teachers of other high school subjects—namely, three or four years of study beyond the high school.